

RAVENSCROFT CP SCHOOL
SEN DISABILITY ACCESS PLAN

School Accessibility Plan

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This policy has been written in compliance with paragraph 3 of the schedule 10 to the Equality Act 2010

(<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>)

Definition of Disability

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

School Aims

At Ravenscroft Community Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Ravenscroft Community Primary School aims:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- To nurture children towards positive self- worth, self-confidence as learners and to help each mature socially and emotionally
- To secure an inclusive learning environments and to support individual pupils
 - i) With special educational needs
 - ii) And/or disabilities
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion
- To foster a successful home/school partnership

In accordance with the Act the plan focuses on three ‘key areas’:

- Improve access to the physical environment of the school – adding specialist facilities as necessary. Make reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase the extent to which disabled pupils can participate in school curriculum by making adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

School Physical Environment

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils now and in the future.

The School acknowledges its duty towards pupils, staff, parents and guardians, governors and members of the wider community who have a disability.

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

Any improvements to the existing building will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade any facilities which will enable all pupils to work in a good, comfortable and safe environment given the budget available.

- The school will continue to identify any areas where disabled access to site may need to be improved if practicable
- Within the fire safety risk assessment the school will update any evacuation procedures as required. School will also consider whether a particular disability might compromise safety in the event of a fire.

Disabled Pupils Participation in the School Curriculum

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure and relevant information at transfer
- Regular meeting of staff to share best practice
- A commitment to training for staff to support any pupil with a disability
- Access for specialist help to occur which is reasonable and practicable

Written Information

Written information – e.g. hand-outs, textbooks and information about the school and school events should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan

The school will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant pupil needs

Monitoring will be a constant process and the Headteacher will make the necessary amendments and discuss planning, budgets and other concerns.